

HEDTestimony

To: Jacqueline Perron**Subject:** RE: Access to College-Level Courses Bill**From:** Jacqueline Perron [mailto:jacqueline.perron@uconn.edu]**Sent:** Thursday, February 16, 2012 4:51 PM**To:** HEDTestimony**Subject:** Access to College-Level Courses Bill

To Whom It May Concern,

My name is Jacqueline Perron. I am a student at the University of Connecticut. I am reaching out to you today in regards to this afternoon's live broadcast of the Higher Education Committee's discussion of Access to College-Level Courses Bill. All of the speakers I have managed to watch have been professors at various state schools. I truly respect and appreciate their drive to advocate for their students. As I understand, the bill is an attempt to make entry level courses available to all students no matter their level of preparedness for college subject matter. A concern I have with this bill that was not given a voice by these educators was the effect on students who test past remedial classes and after July 1, 2012, when the bill is enacted, will be taking classes along with those who otherwise would have been in remedial classes. I fully support higher education and feel that everyone should have access to it, however, it will be detrimental to those of us who are prepared for the course level to have students at a lower comprehension level participating in the classroom discussions, grading curves and dictating lesson plans.

Attending a college or university for a chance at higher education is, to me, about pushing one's self to the highest level of intelligence one is capable of. This means attaining the highest grades and producing work one can be proud of. Each individual is different and the level of work we produce is indicative of that so what may be one person's best work may be another's worst grade. Keeping this in mind, I would argue that classes, especially introductory courses, should include students of a range of education and understanding that best allows them to keep up with the curriculum of the course. The professor can then move at a speed best fit for the majority of the class.

By allowing students who are less prepared for the course work of entry courses to take them along with those who are, the rest of the class will be negatively affected. In order to address the needs of those students, the entirety of the curriculum of the course may not be covered and the educator may not be as able to cater to students who are keeping up with the course. Poor grades usually draw educators to readdress material and slow the speed of the material covered. This is not beneficial to those who comprehend the material and now find themselves sitting through classes and discussions of previously covered material.

Essentially, I am concerned that students, such as me, who are paying for the challenge of a higher education and who benefit from the current system will find entry level courses to be unnecessarily slowed by those who are not ready for the course work. I thank you for your time and consideration.

Sincerely,

Jacqueline Perron

2/16/2012